UTAH STATE OFFICE FRAMEWORK FOR 2011 COMMON CORE ACADEMY

SECONDARY ENGLISH LANGUAGE ARTS

Facilitators' General Guide: Eight Design Steps to Support Adult Learning

<u>Introduction</u>: This general framework was provided for secondary facilitators at the end of March during the facilitators' two-day institute. At the request of the secondary facilitators, additional detail was provided for each day as a model for collaborative adult learning to ensure consistency across grade level as well as grade level relevance and focus. A detailed list of resources and web links that were used in the design are provided under the General Resources link on the Common Core Academy website.

1.	WHO?	Secondary grade level (6-12) teams consisting of 8 co-facilitators selected from districts across the state.
		Twenty-eight to thirty secondary teachers in each grade level at every location.
2.	WHY?	USOE support for statewide implementation of the Common Core State standards in English Language Arts.
		Focusing on how we can teach for meaningful learning and understanding to support the development and application of 21 st
		Century skills for College and Career Readiness.
3.	WHEN?	Four days for six weeks during the summer of 2011: from 8:30-3:30 each day with lunch on-site.
4.	WHERE?	Fourteen locations across Utah: Moab, Vernal, Davis, Ogden, Alpine, Provo, Logan, Cedar City, St. George, Richfield, Granite,
		Jordan, Murray, Park City
5.	WHAT?	1. Introduction, overview, and analysis of the Common Core State Standards (Including Appendices A, B, and C).
	(content)	2. Range and Text Complexity
	•	3. Three principles of learning for effective teaching.
		4. Assessment: Performance tasks for a wide range of texts.
		5. Lesson Design for a wide range of literary and informational text (Using the Top Ten Analysis guide).
		6. Inquiry-based instructional strategies for analyzing a wide range of texts.
		7. Three kinds of writing in the Common Core.
		8. Differentiation for a wide range of learners
6.	WHAT FOR?	By the end of the four day summer academy, all participants will have:
	(Achievement- based	1. Reviewed the Common Core alignment documents, Appendices A, B, and C by grade to identify commonalities, gaps, and standards for focus.
	objectives)	Designed performance-based assessments for their context through their lesson re-design using the Common Core Top Ten Template tool.
		 Identified a wide range of resources for their grade, including the Common Core Curriculum maps from the Gates Foundation and other adaptations.
		 Reviewed the Common Core State Standards by analyzing a current lesson on one of the three kinds of writing and re- designing it to align with the CCSS.

	Used collaborative strategies, based on the CCSS, to work with their students, colleagues at schools and districts across the state.
	6. Developed a publishable lesson/unit/ PD design to support the implementation of the Common Core State Standards for appropriate audience and/or grade level/band (to be published on the USOE and UEN websites).
	appropriate addictive and/or grade level/band (to be published on the 050L and 01N websites).
	THE SECONDARY OUTCOMES ARE ALIGNED TO THE K-5 Common Core Academy Outcomes:
	1. "Can Do" feeling
	2. Know the Common Core
	3. Writing Focus
	4. Cooperative Learning
	5. Common Core Template
7. HOW?	DAY ONE
(Performance-based	
learning tasks)	Task 1. Inductive Learning Task: Learning Needs and Resource Assessment
	Task 2. Four Strands for Common Core Standards
Each grade level team	Task 3. Productive Collaboration: Speaking and Listening Standards
has developed	Task 4. Learning Tasks for Inquiry-based Instruction
collaborative strategies	Task 5. Three Principles of Teaching and Learning for Understanding
to engage the	Task 6. Analysis for current writing lesson to re-design instruction
participants in focused	
learning tasks to	DAY TWO
model: analysis,	
evaluation, reflective	Task 1. Inductive Learning Task: Impact of Reading on the Reader
action, and application	Task 2. Range and Text Complexity
of CCSS to their grade	Task 3. Teaching with a Focus on Learners: A Model for Effective Differentiation
level.	Task 4. Using Writing to Improve Reading
	Task 5. Writing Arguments: The Seven Cs and the Toulmin Model
The performance-	Task 6. Assessing Student Argumentative Writing
based <u>learning task</u>	DAY THREE
model is designed to	
facilitate the	Task 1. Inductive Learning Task: Interdisciplinary and Multi-media Experience
conversation with adult	Task 2. Effective Strategies to Improve Adolescent Writing Instruction
learners and is based	Task 3. Explanatory and Narrative Writing
on the principles of	Task 4. Language Common Core Standards
adult learning from	Task 5. Vocabulary Development
Knowles and Vella.	Task 6. Common Core Writing Lesson Re-design for Publication: Feedback, Review, and Revision
	DAY FOUR: FOCUS – Application of Learning and Discussion with Principals
	Task 1. Top Five Essentials for Successful Implementation of the CCSS
	Task 2. Plan of Action for Collaborative Work with Colleagues to Implement CCSS

	Task 3. Recommendations for Sustained Professional Development: A Five Year Plan Task 4. Feedback and Review of Lesson and/or PD Designs: Making Educators' Work Ready for Publishing.
8. WHAT NOW? For Common Core Academy Facilitators	 Work with your Grade Level Teams and co-facilitator to select grade level content from Appendix B and C to design performance-based learning tasks for your academy colleagues based on the USOE framework; Re-design your own instructional lesson or unit on writing argumentation, expository, and/or narrative; Check Twitter and Common Core Academy site at USOE for updates; and, Work collaboratively with your grade level team to develop both the participant guide and the facilitators' annotated guide to be published on the USOE Common Core Academy website.